**SPPS Monitoring 2023 – 2024 Desk Audit Instructions**

For the desk audit, you will submit specific pieces of information, which are listed in the table below. ***We prefer electronic submissions***. Please provide all desk audit materials in as few emails as your system allows, scanning evidence for each element into **separate, clearly labeled,** PDF attachments to [sppsgss.doe@maine.gov](mailto:sppsgss.doe@maine.gov)

For agencies/organizations with more than one site, please provide a single submission for the agency/organization containing the elements that are common across the programs. Elements that relate to specific schools/programs can be sent in separate emails, using the organizational format outlined in the previous paragraph.

The documents described below must be received at DOE by the end of the business day on **December 30, 2022.**

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| **Criteria** | **Evidence** |
| **1**  General Description of Program and Admission Requirements  20-A MRSA § 7204(4)(A)  MUSER XII.2.A(1)(a)(l)(k) | **Administrative Policy Manual** and **Parent Handbook**, with substantial and appropriate policies and procedures regarding:   1. General description of program 2. Mission of program 3. Disability groups served 4. Grade levels served 5. Capacity to address referral behaviors/concerns 6. Transfer and 30-day IEP meetings 7. Admission requirements |

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| **2**  Educational Environment  MUSER XII.2.A(1)(o) | Description of the capacity to provide:   1. A safe, healthy, and appropriate educational environment 2. Please provide **Board approved, dated policies and procedures** to specifically reference access to Health and Medical Services as specified in the SPPS Initial Application Part XII:    * Health Care Plan      + Attach plan for health care of students including the following:      + Provisions made for medical, nursing and infirmary care of students.      + Training by a physician or registered nurse to all staff that provides medication to students.    * Emergency First Aid      + Attach policy for emergency first aid and care to include the following:      + Training of all direct service staff in emergency first aid.      + Secure storage of adequate first aid supplies.      + Posting of telephone numbers for the fire department, police station, poison prevention center, hospital emergency room and ambulance service serving the school.      + Procedures to be followed in the case of illness or emergency such as motor vehicle accident, including methods of transportation and notification of parents.      + Procedures to be followed in the case of fire or other emergency.      + Procedures for informing parents of any medical care administered to their child or of any injury or illness that requires care other than basic first aid.      + Procedures to be followed in the case of illness or emergency if parents cannot be reached. 3. Innovative activities/programming 4. Multi -Tiered System of Supports – Academic Interventions **and** Positive Behavioral Interventions and Supports 5. Safety protocols as necessary |
| **3**  Qualification of Staff  20-A MRSA § 7204(4)(B)  MUSER XII.2.A(1)(b) | 1. SPECIAL EDUCATION SERVICES PROVIDER CERTIFICATION FORM (provided) 2. Schedule of appropriate supervision of Education Technicians as outlined in MUSER X. 2.A.(6) and Maine Department of Education Regulations Chapter 115 |
| **4**  Professional Supervision  20-A MRSA § 7204(4)(F)  MUSER XII. 1.A.(1)f | 1. Documentation of supervisory positions:  * Special Education (Administrator 030 or 035)   ***or***   * Special Education Consultant (079) or Special Education Teacher (282 or 286) with Master’s Degree in Special Education or related field and 1-year administrative experience with 5 hours monthly supervision by 030 or 035 - include supervision logs for 2023 (January through November) |
| **5**  Plan of Instruction  20-A MRSA § 7204(4)(C)  MUSER XII.2.A(1)(c) | 1. Plan of instruction/ curricular materials to include copy of scope and sequence **or** link to website for:    * 9 general education curriculum content areas of MLR **and**    * specially designed intervention materials 2. Description of assessments – individual, district and statewide 3. Samples of standards-based report cards 4. School calendar with at least 175 days **and** classroom schedules an average of 25 hours per week of instructional time for every two-week period.   Links to the MLR Standards:  <https://www.maine.gov/doe/learning/content>  DOE rule Chap 127  2.18 Instructional time: “Instructional time” means that portion of a school day devoted to the teaching-learning process, but not including extra- curricular activities, lunch time, or recess. Time spent on organized field trips related to school studies may be considered instructional time, but the instructional time counted for extended field trips shall not exceed a normal school day for each day of the field trip. |
| **6**  Adequacy of Related Services  20-A MRSA § 7204(4)(E)  MUSER XII.2.A(1)(e) | 1. SPECIAL EDUCATION AND RELATED SERVICES PROVIDER   CERTIFICATION / LICENSE FORM (provided)   1. Grid of 5 months (2 months spring/summer and Sept – Nov) related service hours provided to all students (by employed and contracted providers) enrolled, coded for reasons for missed services and make- up dates. See sample grids/ templates provided. 2. Evidence of individualized treatment, using valid and reliable measures to obtain baseline data and progress monitoring; clarify tools used to inform service plans. |
| **7**  Teacher/Student Ratio  20-A MRSA § 7204(4)(G)  MUSER XII.2.A(1)(g) | 1. SPECIAL EDUCATION AND RELATED SERVICES PROVIDER   CERTIFICATION / LICENSE FORM (provided) |
| **8**  Continuum of Special Education Services  MUSER X.2(B)  MUSER XII.2.A(1)(h) | 1. Description of the supports for the transition to lesser restrictive environment provided for students in the census at intake, during length of stay and during transition to other school settings, including supports (such as voc rehab) put in place at the SAU or receiving SPPS. 2. List specific examples of individualized less restrictive opportunities throughout SPPS enrollment (gradual release of supports, access to general curriculum, access to extracurricular activities) at SPPS, at public school, and in the community, supporting movement on the LRE educational continuum outlined in MUSER for 5 or more students, include unique information from all sites.   Template:  Student, Home district,   * + #1 LRE opportunity, date   + #2 LRE opportunity, date   + #3 LRE opportunity, date  1. Specific discharge data for the past 2 years: student name, DOB, disability, admission date, date discharged, grade level, name of receiving school/program **or** graduation. |
| **9**  Graduation Credit Agreement  MUSER XII.2.A(1)(i)  **For High School students only** | 1. Copies of Graduation Credit Agreement with sending schools/schools of residence signed by SAU high school principal. 2. Evidence of the documentation of data tracking and reporting for:    * graduation credit agreements and    * course/graduation requirements outlined by SAU |
| **10**  Notification and Reporting of Serious Events  MUSER XII.2.A(1)(n) | Policy for immediate notification and reporting of serious events including:   1. Serious injury or death of a child, 2. Criminal activity on the part of a child or staff member 3. Other serious incident affecting the well-being of any child,   The school shall immediately notify, by telephone and by letter,   1. Parents, 2. Sending school district, 3. Any state agency involved in child care or program placement 4. MDOE |
| **11**  Rule Governing Physical Restraint and Seclusion policy  20-A MRSA §4014 | Policy regarding use of physical restraint and seclusion in alignment with Title 20-A Chapter 33, **and** date approved by your Board of Directors, including:   1. Annual overview and awareness information to staff 2. Annual notice informing parents 3. Name of DOE approved crisis intervention curriculum (see https://www.maine.gov/doe/schools/safeschools/restraint) 4. Documentation of training of the crisis intervention curriculum including dates/frequency **and** a list of participants. |
| **12**  Self-Audit | Use the FY 24 Self-Audit SPPS OSR Implementation of FAPE Excel (provided) to review and report on 20% of student records (minimum of 10 records) with representation across sending SAUs, ethnic groups, disabilities, grades and state agency client or state ward status (as applicable). If the school population is 20 or less, 50% of student records shall be reviewed. |

Enclosures:

* SPECIAL EDUCATION AND RELATED SERVICES PROVIDER CERTIFICATION/ LICENSE FORM - Excel
* Monthly Related Services – Word Doc
* WEEKLY Service Log Template – Excel
* MULTI MONTH Service Log Template – Excel
* FY 24 Self-Audit SPPS OSR Implementation of FAPE - Excel